Campus Compact

educating citizens · building communities

Annual Membership Survey Results

EXECUTIVE SUMMARY

2010

CONTENTS

STRENGTHENING CAMPUS ENGAGEMENT

Campus Compact's annual survey of its 1,100+ member colleges and universities gauges a host of measures of campus commitment to and support for service, service-learning, and civic engagement. Results over the past decade reflect a deepening awareness of the importance of such activities in enhancing teaching and learning, building strong community/campus partnerships, and educating the next generation of responsible leaders.

The results presented in this year's executive summary are intended to allow member institutions, funders, the media, and the public to gain a sense of the broad impact of campus engagement efforts. One key example is our well-documented finding that student service results in billions of dollars in aid to local and global communities.

Numbers, however, cannot tell the whole story. This year we have added data on activity by institutional type to enable comparative evaluation among peer institutions. Examining the impact of student service, as well as factors such as campus support structures, faculty involvement, and alumni engagement, allows campuses to assess their efforts within a national context and thus strengthen their programs further.

IMPACT OF STUDENT SERVICE

Student participation in campus engagement activities continues to increase across member institutions, demonstrating a commitment to positive change on the part of students, as well as strong support from administrators and faculty for this work.

- During the 2009–2010 academic year, 35% of students enrolled at Campus Compact member schools participated in service, service-learning, and civic engagement activities. This figure marks the third consecutive year-to-year gain in this measure, showing a consistent trend toward increased activism among students aimed at building stronger communities.

- Responding colleges and universities report that students contributed more than 382 million hours of service in 2009–2010. Based on Independent Sector's 2009 value of volunteer time ($20.85/hour), these students contributed a record $7.96 billion in service to their communities.

- The top issues addressed by student service haven't changed greatly in recent years, but the number of schools reporting activity has increased steadily across nearly all areas. Most notably, 82% of Campus Compact members have programs that address environmental sustainability, up from 74% in 2008; 80% address health care issues, up from 71%; and 61% address economic development, up from 48%. In an area tracked only since 2009, 72% of members have programs designed to improve college access and success—an area of particular concern to Campus Compact.

Figure 1 depicts the top 10 issues addressed by campus-based service, service-learning, and civic engagement programs during the 2009–2010 academic year.

Institutional support for service takes many forms (Figure 2). In addition to common incentives such as giving awards for student service (reported by 71% of campuses), members have adopted more demanding measures that reflect their own commitment to this work. For example, 51% require

TOP 10 ISSUES ADDRESSED THROUGH SERVICE

% of responding campuses
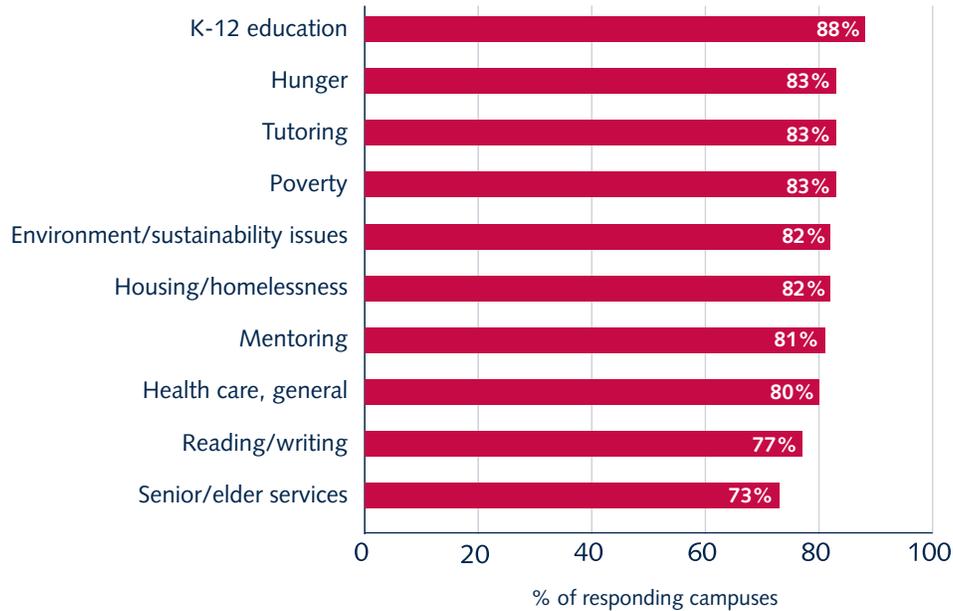
service-learning as part of the core curriculum for at least one major. In addition, 63% consider service in awarding scholarships and 24% consider service formally in the admissions process—two practices that support the goal of increasing college access.

The biggest jump since last year's survey is in campuses that host or fund public dialogues on current issues, reported by 75% of campuses, up from 65% the prior year. This jump may reflect an increasing awareness of the need for civil discourse on topics of local and national importance.
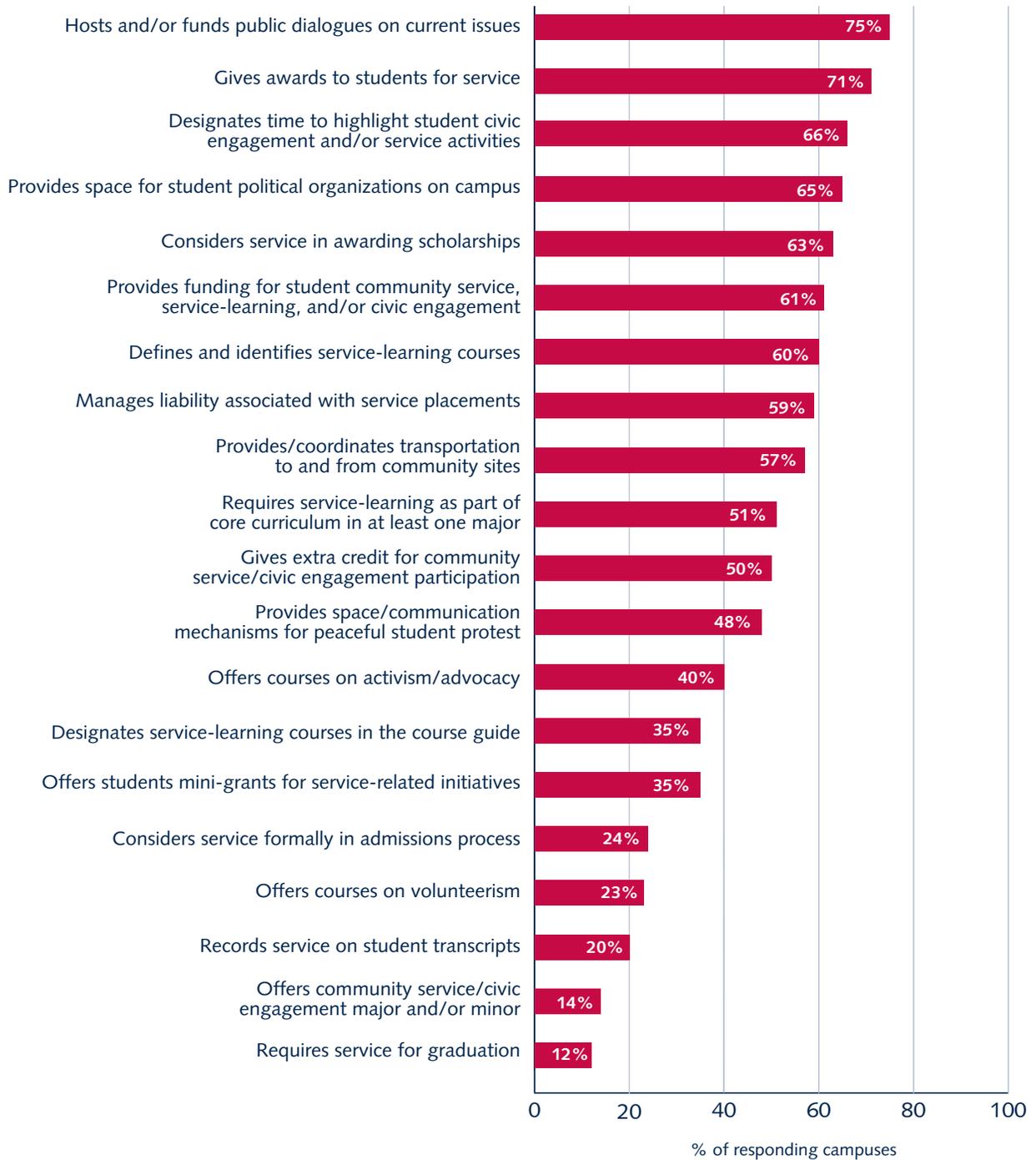
ACADEMIC INVOLVEMENT

Trends in Faculty Engagement

Among responding schools, 93% reported offering service-learning courses during the 2009–2010 academic year. An average of 35 faculty members per campus, or 7% of all faculty, taught courses that incorporate service-learning into their syllabi. While this figure shows a small uptick from the 2009 average of 6%, it has remained essentially steady over the past several years.

Given the growing attention to—and support for—service-learning over this period, the lack of an obvious trend toward increased faculty adoption is notable. On the other hand, the number of service-learning courses offered per campus has risen dramatically, from an average of 43 in 2008, to 55 in 2009, to 64 in 2010. These figures seem to indicate that a small number of faculty members on each campus are teaching an ever-larger service-learning course load. If so, campuses may need to look at changing or expanding their support systems for faculty to ensure that service-learning becomes a widespread institutional priority.

INSTITUTIONAL SUPPORT FOR STUDENT SERVICE, SERVICE-LEARNING, AND CIVIC ENGAGEMENT, 2010

Category	%
Hosts and/or funds public dialogues on current issues	75%
Gives awards to students for service	71%
Designates time to highlight student civic engagement and/or service activities	66%
Provides space for student political organizations on campus	65%
Considers service in awarding scholarships	63%
Provides funding for student community service, service-learning, and/or civic engagement	61%
Defines and identifies service-learning courses	60%
Manages liability associated with service placements	59%
Provides/coordinates transportation to and from community sites	57%
Requires service-learning as part of core curriculum in at least one major	51%
Gives extra credit for community service/civic engagement participation	50%
Provides space/communication mechanisms for peaceful student protest	48%
Offers courses on activism/advocacy	40%
Designates service-learning courses in the course guide	35%
Offers students mini-grants for service-related initiatives	35%
Considers service formally in admissions process	24%
Offers courses on volunteerism	23%
Records service on student transcripts	20%
Offers community service/civic engagement major and/or minor	14%
Requires service for graduation	12%

% of responding campuses

Institutional Support

Support for faculty involvement includes training, provision of syllabi and other materials, funding, and awards. Figure 3 shows the most common faculty support structures in 2010, with 2008 findings included for comparison. The areas that showed the most significant change (more than 5 percentage points) during this period include:

- Campuses reporting that they discuss service-learning and community engagement in faculty orientations declined from 50% to 41%—a surprising finding, since this is among the more easily adopted support measures.

- Members that allow sabbaticals for service-learning research and program development increased from 19% to 24%. This is an encouraging jump for an activity that is likely to have long-term institutional impact.

- Schools reporting that they provide curriculum models and sample syl-

labi climbed from 59% to 64%. Campus Compact's searchable online database of syllabi provides a rich resource for colleges and universities. (See **http://www.compact.org/initiatives/syllabi/**.)

Among responding campuses, 64% indicated that their institution rewards community-based research or service-learning in faculty review, tenure, and promotion. Given the time pressure and teaching demands on faculty members, this tangible measure is important for ensuring faculty adoption of community-based teaching and research. However, it is also essential to ensure that faculty rewards are substantial enough to provide an incentive, and that they are effectively communicated campus-wide. This data raises an additional question regarding the definition of "rewards" and calls for further exploration.

In a new area tracked in the 2010 survey, 36% of members said they have in place search/recruitment policies favoring faculty

FIGURE 3:

INSTITUTIONAL SUPPORT FOR FACULTY ENGAGEMENT, 2010 & 2008
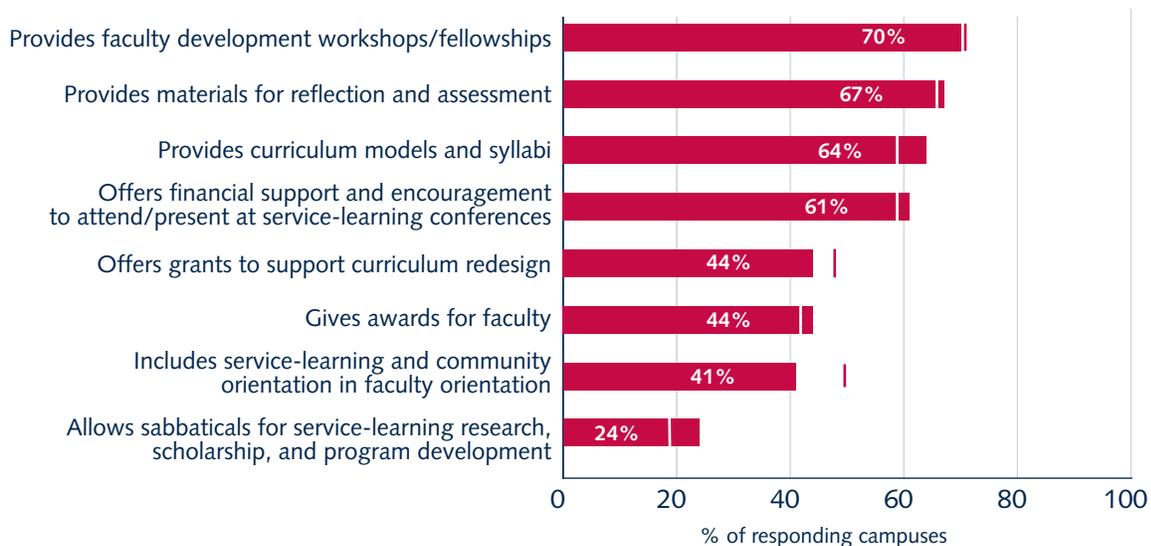
Note: Bars indicate figures for 2010; lines to the left or right of bars indicate the corresponding figures for 2008.

with expertise in and commitment to community engagement. Such policies can be a valuable means of ensuring the sustainability of community-based academic work, particularly given the relatively small pool of faculty members now engaged in service-learning.

ENGAGEMENT BY INSTITUTIONAL TYPE

Separating service, service-learning, and civic engagement activity by institutional type reveals differences in approach and priorities among schools. Tables 1 and 2 depict student service and faculty use of service-learning, distinguished by self-identified institutional characteristics.

Faith-Based Institutions

Faith-based institutions register above the national average on most measures of engagement—not surprisingly, given that service is often rooted in the faith traditions of these schools. These campuses support student and faculty involvement by providing both strong infrastructure and incentives:

- Among faith-based schools, an impressive 57% of students engage in service activities, far above the average of 35%. However, students spend slightly under the average of 3.7 hours a week on these activities.

- More than a third of these schools (36%) con-

sider service formally in the admissions process, well above the average of 24%. Nearly a quarter (23%) require service for graduation, compared with 12% nationally.

- Some 13% of faculty members teach service-

learning courses at these institutions, nearly twice the national average. These schools are more likely than most to reward faculty engagement in review and tenure processes (70%), provide grants for curriculum

TABLE 1:

STUDENT PARTICIPATION IN SERVICE ACTIVITIES BY INSTITUTIONAL TYPE, 2010

	% of Students	Average Hours/Week
Business	35	3.7
Community college	14	3.8
Faith-based/religiously affiliated	57	3.3
Historically Black College/University	28	8.1
Land grant	34	3.5
Liberal arts	39	3.1
Minority-serving	29	4.2
Professional	38	3.0
Research/ comprehensive	37	3.6
Technical	19	4.2
Tribal	18	4.8
National average	**35**	**3.7**

Note: Sample sizes for Historically Black Colleges and Universities and Tribal schools are too small for statistical significance.

redesign (48%), and allow sabbaticals for service-learning scholarship and program development (31%).

Research Universities

Research/comprehensive universities show some strong trends in supporting engagement, particularly among faculty, but remain within or near national averages on many measures.

Research universities are far more likely than average to offer faculty awards (60%) and provide grants to support curriculum redesign (55%). They are also more likely to provide curriculum models/syllabi (71%), reflection/assessment materials (72%), and faculty development workshops (77%).

These schools rank slightly under the average (63%) in rewarding faculty engagement in the review and tenure process, which may partially explain why 6% of their faculty members teach service-learning courses, compared with 7% nationally.

Student involvement in service-related activities is slightly higher than average (37%), with most supporting activity close to national norms. However, 72% of research universities consider service in awarding scholarships, compared with 63% nationally. In addition, 20% offer a service or civic engagement major or minor, compared with 14% nationally.

Community Colleges and Technical Schools

Community colleges and technical schools reported among the least student involvement in service-related work (14% and 19%, respectively). This may be because many students in these settings are adult learners who work and/or take care of families. However, those engaged in service related to their schools devote a slightly higher than average

TABLE 2:

FACULTY WHO TAUGHT A SERVICE-LEARNING COURSE, 2010

	% of Faculty
Business	7
Community college	10
Faith-based/religiously affiliated	13
Historically Black College/ University	10
Land grant	5
Liberal arts	7
Minority-serving	9
Professional	6
Research/comprehensive	6
Technical	8
Tribal	11
National average	**7**

Note: Sample sizes for Historically Black Colleges and Universities and Tribal schools are too small for statistical significance.

amount of time per week (3.8 hours and 4.2 hours, respectively).

Interestingly, 10% of faculty members at community colleges teach service-learning courses, among the highest of any category. Half of these colleges discuss service-learning and community work in their faculty orientations, well above the average of 41%, which may affect faculty involvement. Other support measures, particularly those involving a financial commitment, are somewhat less well developed:

- Just 36% of community colleges and 47% of technical schools offer funding for student engagement, compared with 61% nationally.

- Faculty grants for curriculum redesign are offered by 24% of both community and technical colleges, compared with 44% on average.

Land-Grant, Minority-Serving, and Other Institutions

Land-grant schools vary greatly in their approach to supporting community engagement. These schools ranked the highest among all types in considering service for scholarships (73%), although among the lowest in considering service for admissions (11%). Only 5% of these schools require service for graduation, but 20% offer a service major or minor. Some 5% of faculty teach service-learning courses, which is somewhat below average, as is the proportion of schools that reward community work in review and tenure processes (59%). Yet these schools rank high in offering faculty grants for curriculum design (50%) and faculty development workshops (76%).

At minority-serving institutions, 29% of students are involved in service, but they contribute a higher-than-average 4.2 hours of service per week. An impressive 9% of faculty use service-learning, echoing institutional support for faculty involvement at these schools, which is at or above average on nearly all measures. In addition, an above-average 66% of these schools consider service in awarding scholarships.

Business schools rank at or above average on most measures of engagement. Notably, 79% of these schools provide faculty development workshops, the highest of any institutional type; 68% consider service in awarding scholarships, compared with 63% nationally.

Although their small sample sizes make it impossible to draw definitive conclusions about Tribal and Historically Black Colleges and Universities, some interesting findings include high figures for time commitment to student service (4.8 and 8.1 hours a week, respectively), use of service-learning among faculty (11% and 10%, respectively), and schools requiring service for graduation (25% and 44%, respectively—much higher than the 12% average).

CAMPUS INFRASTRUCTURE

### Office Structure and Funding

This year's survey looks closely at the structure of support systems, including investment in engagement offices, staffing, and reporting structures. Infrastructure on campus to support work in the community has grown consistently in recent years. A full 95% of member schools reported having at least one office or center to coordinate service, service-learning, and/or civic engagement initiatives.

Interestingly, 59% of institutions reported having more than one such office, up from 50% in 2008; nearly a third of responding campuses (32%) have three or more offices. The data does not reveal whether this decentralized structure means that engagement efforts are less coordinated than they should be, or whether they are being integrated intentionally throughout the institution.

In a substantial show of commitment, the annual budgets of these offices have increased slightly over the past two years despite the economic downturn. Those reporting the lowest budgets (less than $20,000) went from 42% in 2008 to 39% in 2010. At the high end, those with budgets of $250,000

FIGURE 4:

**ENGAGEMENT OFFICE/CENTER
ANNUAL BUDGET, 2010**

% of responding campuses

FIGURE 5:

**AVERAGE ANNUAL SALARY OF
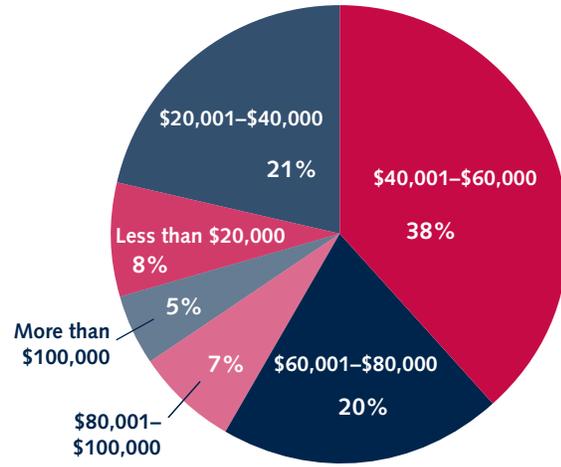ENGAGEMENT CENTER LEADERS, 2010**
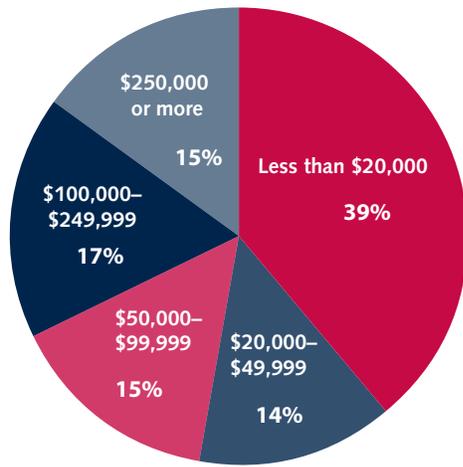
% of responding campuses

or more rose from 13% to 15%, and those with budgets of $100,000–$249,999 rose from 16% to 17%. The proportion of mid-budget centers remained steady during this period, with 29% reporting annual budgets of $20,000–$99,000 (Figure 4).

Most offices report either to Academic Affairs (39%), Student Affairs (36%), or both (11%), with most of the remainder reporting to equivalent departments with different names. A few (3%) report to the president's office. The split between Academic and Student Affairs has remained fairly even for at least the past several years. One question for campuses is whether a move toward incorporating

engagement work within Academic Affairs would help increase faculty adoption of community-based teaching and research.

Office Staffing and Leadership

Among survey respondents, 71% have at least one full-time staff member dedicated to directing service, service-learning, and/or civic engagement activities, up from 66% in 2008. On average, 21 staff members per campus support this work, although the vast majority of them do so part-time. Spreading activity across many staff members who have diverse responsibilities, like having multiple centers where engaged work

takes place, may be a boon or a liability, depending on whether that work is considered integral and deeply supported or is treated as a secondary function.

Most campus engagement centers are run by either a director (68%) or an associate/assistant director (6%). For 21% of centers, the leader is a program manager or coordinator. Center leaders tend to be highly qualified; 24% have PhDs, 55% have master's degrees, 17% have bachelor's degrees, and 3% have associates' or professional degrees. The remaining 1% have earned a high school diploma or equivalent.

Engagement center leaders have been in their current position for an average of five years, and at their college or university for an average of nine years. Leaders' median annual salaries among respondents reporting this information was $40,001–$60,000, with 80% of leaders' salaries falling between $20,000 and $80,000 (Figure 5).
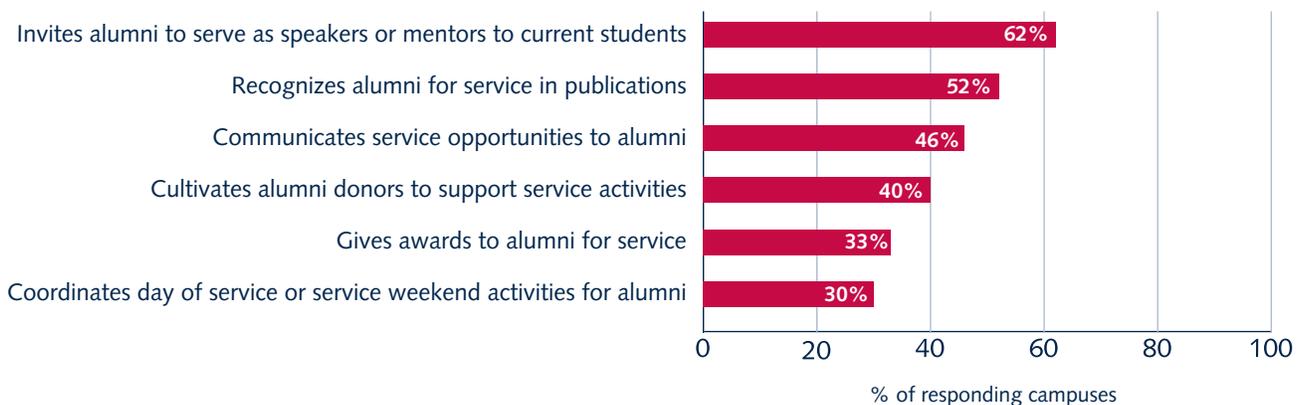
ALUMNI ENGAGEMENT

Civic engagement can be an effective way to recognize accomplished alumni, tap into their knowledge, and even enhance their financial support for the institution. At the same time, engaged alumni demonstrate the success of colleges and universities in educating students for civic and social responsibility upon graduation.

Figure 6 depicts ways that campuses promote service and civic engagement among alumni. Many invite alumni to serve as speakers or as mentors to current students (62%). Campuses also encourage ongoing service by providing and/or informing alumni of service opportunities

(30% and 46%, respectively); in addition, they recognize alumni for their service in publications (52%) and through awards (30%). A further 40% of campuses cultivate alumni donors to support current service activities.

Campuses also offer alumni programs and support for entering public service careers. Most commonly, they supply informational programs on careers in public service (41%). Many campuses (23%) create networks of alumni working in public service. A small but significant number offer financial incentives in the form of student loan deferments (9%) or loan forgiveness (6%).

FIGURE 6:

MEANS OF ENCOURAGING ALUMNI ENGAGEMENT, 2010

Invites alumni to serve as speakers or mentors to current students	62%
Recognizes alumni for service in publications	52%
Communicates service opportunities to alumni	46%
Cultivates alumni donors to support service activities	40%
Gives awards to alumni for service	33%
Coordinates day of service or service weekend activities for alumni	30%

% of responding campuses

SURVEY SAMPLE AND METHODOLOGY

The findings here reflect responses to Campus Compact's online membership survey, conducted in the fall of 2010 to gauge service and civic engagement activity and support during the 2009–2010 academic year. Of the 1,165 campuses surveyed, 740 responded, for a response rate of 64%.

Among respondents, 45% represented private four-year institutions, 35% public four-year institutions, 20% public two-year institutions, and 1% private two-year institutions. Total full-time equivalent (FTE) enrollment among member institutions ranged from 102 to 56,614 students, with an average of 7,946 students per campus. FTE faculty ranged from 8 to 12,052, with an overall average of 497 faculty members per institution.

Respondents spanned the spectrum of higher education, including faith-based (25%), research (24%), and minority-serving institutions (21%), as well as professional schools (27%), community colleges (20%), and others (Figure 7). The majority (57%) identified themselves as liberal arts institutions.

Campus Compact recognizes that its annual survey primarily collects quantitative information and has interpretive limitations, especially since service and service-learning activities vary widely among campuses. The statistics generated from this survey represent a snapshot in time, and assist our organization in identifying overall trends. Care should be taken when comparing individual institutions or states, and when attempting to derive causal relationships among the variables presented.

FIGURE 7:

INSTITUTIONAL CHARACTERISTICS OF SURVEY RESPONDENTS, 2010
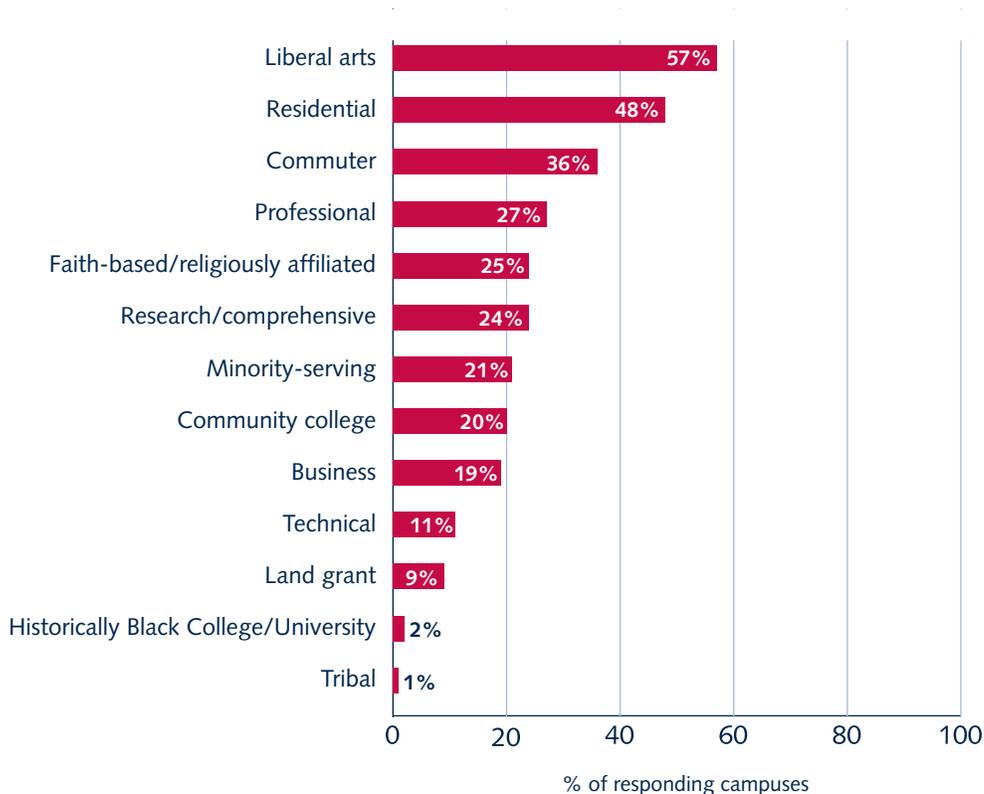
ABOUT CAMPUS COMPACT

Campus Compact is a national coalition of over 1,100 college and university presidents—representing more than 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into their curricula.

Campus Compact comprises a national office based in Boston, Massachusetts, as well as 35 state offices in CA, CO, CT, FL, HI, IA, Il, IN, KS, KY, LA, MA, ME, MD, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, please visit our website: **www.compact.org.**

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